

Transforming Traditional Assessment into UCD Strategies

Professor Jinkins is teaching a second year sociology class about geographical relationships among groups of people. He has 25 students with different backgrounds and with diverse learning styles in his class. He typically gives a traditional multiple choice mid-term exam and randomly breaks the class up into groups for a final group presentation and paper. He has noticed that some of his brightest students in class do poorly on the mid-term exam and other students seem to struggle with the group presentation. Please help him to offer different assessment options to his students. Keep in mind how those options will affect the particular students below. Remember different assessment options should NOT affect the rigor of a course.

Jose – just returned from Iraq and suffers from Post-traumatic stress disorder, is anxious with exams

Heather – has a severe learning disability (currently reads at the 5th grade level) and speech disorder – Receives extra time on exams

Raj – has a difficult time understanding the language

Course: Sociology 202

Instructor: Professor Jenkins

Goal: Understanding the Decline in Close Geographical Ties

Traditional method of assessment	UCD Strategies to Help Diversify the Assessment
Multiple choice mid-term exam	
Group final project and paper	